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# THE DISSIMILARITY OF EDUCATION ADMINISTRATION

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## ABSTRACT

Educational Administration is conceived as a public form of general administration. Its dissimilarity consists of the fact that to some extent its responsibilities do not extend to the products of the educational Institutions. rather, they end at the point where they maintain satisfactory conditions for leisure activities. In this respect educational administration may serve as a model for the governance of an increasing number of organizations, both public and private.

**Introduction:**

How does educational administration differ from administration in general? This question has been often raised and it is particularly relevant when proposals arise to establish a graduate college devoted to the art and science of administration. The discussion that follows attempts to answer it by showing how educational administration differs in one important aspect from administration in general. However, it may well be that this distinction will not long continue not because educational administration will lose this characteristic feature, but because other kinds of administration will be compelled to adopt it. Therefore, the unique aspect of educational administration may serve as a predictor of the future of administration in general.

Readers who are familiar with my earlier attempts to make some sense out of educational administration (Walton 1959) may make a surprised guess that I have had second thoughts about the notion that "administration is everywhere the same". It is true that I have had second thoughts, but they have not changed my original conception of the administrative phenomenon, at one level of abstraction it is possible to conceive of administration as the same activity in all organizations. Moreover, it is important to do so. There are advantages in a formal sense, and it is a less parochial way of viewing administration than if we looked at it first and only through its relationships with substantive activities of educational organizations.

However, at another level of consideration, we may think of administration as varying with the purposes and substantive activities of organizations. This distinction is no mere sophistry. An analogue may be found in the ways we discuss "the role of the school" at one level we can view the role of the school as invariant, for example the purpose of formal education, under all circumstances is to transmit the cultural heritage. But we may also talk about the school as changing its role for example a school system that abolishes its vocational programs and becomes entirely college preparatory can be said to have changed its role. Similarly, educational administration can be analyzed at one level to include such general administrative functions as the discernment of organizational purposes staffing coordinating and public relations or it may be defined in less formal and more specific language recruiting instructors in business education scheduling in overcrowded urban high school on two shifts, electioneering for the , theoretical sense, and the passage of a band issue or raising money for an independent college. Both approaches to the study of administration are useful, the first in a more general, theoretical sense, and the second in a more operational sense.
It is on the latter sense that educational administration is discussed below.

**ALLEGED DIFFERENCES**

First two frequently alleged differences between educational and other kinds of administration should be examined carefully to determine whether or not they have been exaggerated. It has been argued perceptively, if not precisely that educational administration having joined "the cult of efficiency" brought in to educational organizations certain inappropriate characteristics of business and military administration. The imitation hypothesis is certainly plausible and one that is well-nigh irrepressible in attempting to account for general administrative phenomena that are considered inappropriate in educational organizations. But we are compelled to invoke other hypothesis, perhaps for example bureaucracy in educational organizations came about because of the same conditions in these organizations that made it necessary in the army and in business. And the phrase "cult of efficiency "reflects a strange and curious bios. Efficiency can hardly be called a cult. It is rather one of the most fundamental concept in western society (see Tawney 1926). Moreover, it is very versatile concept and can be applied to all kinds of organizations without violating any of the other values that are held in higher rank than those attached to it. Efficiency simply means that we attempt to accomplish the objectives we want with as little expenditure of resources as possible not that we conserve resources by sacrificing our goals.

A second alleged difference for between educational and other kinds of administration is that the former is responsible for the accomplishment of intangible and remote results. Other kinds of administration can measure their degree of success. The school administrator for example cannot tell how successful his schools have been in preventing crime unemployment and other forms of negative utility whereas the industrial manager can usually measure his product and profit. This is patently not always so. Educational administrators can know in a gross kind of a way how successful their schools are, and in industry in modern technological society the number of criteria of success has for example modern industry gestures toward attempting to improve the urban situation. But even if this difference were as great as it is alleged to be, it would not make any theoretical difference, educational administration has as one principal criterion of success the achievement of purposes that are external to the organizational activities that the accomplishment of these purposes cannot be precisely evaluated is cause of frustration, not of ideological differences.

Noe for one way in which educational administration differs from administration in general let us look first at one aspect of the rational, bureaucratic pattern of administration which prevails in all organizations. It is an assumed causal nexus between means and ends purposes or goals of administration are ultimately to the external to the means. Making a profit producing elegant motor cars forcing the enemy to surrender, eradicating poverty or curing cancer are all goals or purposes that have been adopted by gigantic organizations and their administrators. It is assumed also but not dogmatically that all the workers in these organizations are doing what they in order to achieve these goals although it is now admitted that subjectively these workers may be motivated by a variety of incentives, the possibility of fame, belief in the morality of work association with other workers and intrinsic interest in the work. This conception of administration fits what we know about educational administration up to a point. For example, a school superintendent may give high priority to a kind of education (the means) that may reasonably be expected to equip inner city youth with soluble skills (the end). but this is not a completely accurate description of educational administration. It does not apply, for instance, to a great deal of college and university administration. Where in lies the difference? We shall attempt a detailed explanation.

If we take phrase "Education for leisure time "as one of the purpose of goals of educational organization, we are still adhering to the "rational "pattern of administration. The inference is that through some means we can and should provide with the knowledge, attitudes and skills that will enable them to make pleasant profitable use of their leisure time and it is our parenthetical observation here that gives the first intimation of the fallacy of this kind of reasoning the leisure time in turn is to be "utilized "for some purposes extrinsic to it. I say fallacy because the classical definition of leisure is time spent on activities of or their own sake. Moreover, it is just appropriate to speak of education as leisure as it as speak of it as a means of preparation for leisure.

"It is clear then, "" rights Aristotle in politics, that these are branches of learning and education which we must study needy with a view to leisure spent in intellectual activity, and these are to be values for their own sake where as those kinds of knowledge useful in business are to be deemed necessary, excite for the sake of other things.

Etymologically, the word' 'school" derives from same meaning leisure. ancient

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and classical philosophers recognized very early that much of education is leisure i.e. pursued for its own intrinsic value. And in modern society the problem of the nature of leisure is extremely acute. It must be obvious to all scholars in education that the expansion of formal education is to some degree at least, due to the modern necessity for providing, not education for leisure, but education as leisure. And this is true notwithstanding the pressure to conceive of formal education solely as a productive institution "to shape the human and military requirements of the united states.

What are the implications of this theory of education for administration of educational institution? Simply these educational administration must formulate its goals in terms of both the product of schools, colleges , and universities e.g. the reading ability of their graduates, the level of vocational and professional competence , the quality of research produced and the provision of conditions for intellectual leisure , that is, the pursuit of intrinsically valuable teaching , learning , and research .these activities are not to be construed as having only negative utility, e.g. keeping youth off the labor market and rescuing old age from ghettos and in developing countries as well as in modern'

Affluent societies should provide for intrinsically valuable experiences. Education as leisure is a human right.

Now, if we look again at educational administration, we observed that at one level educational administration still fits in to the pattern in to the administration in general. It consists of selecting and maintaining organizational means for the accomplishment of desire objectives.

This objective consists of both "products" of the educational organization e.g. lit erate citizens, skilled workmen, et all. "working" conditions for leisure that is intrinsically valuable. The difference b0etween these two kinds of objectives will be further analysis particularly with respect to the relationship between non-administrative means and ends here we can consider then both as ends accomplished in part by administration means.

obviously, this administrative model does not coincide with one of the most currently popular organizational models 'that of inputs and outputs, since in an organization devoted to leisure there are no outputs this illustrates how administrative theory can correct organizational theory and it also shows how educational administration may both differ from and give direction to other kinds of administration.

Business, public, and military administration early adopt the continuous affective for the pursuit of leisure as aa positive goal. Public administration may support parks, stadiums, marinas, concerts, library, and other enterprises where in leisure activities are encouraged, but it usually justifies these activities by subsequent affects. For example, the improvement of held and morality, better informed citizens, or by the negative utilitarian criterion that they keep people out of mischief the bread and circuses, theory. However, it may not be long before almost all organizations will incorporate in to their purposes and goals. conditions for the pursuit of activities for leisure and there will be compelled to evaluate their results by how pleasurable, satisfying, meaningful, and intrinsically valuable these activities are.

At this point it might be well to point out that educational administration, because of the relative acceptability of the intellectual life for its own sake is in excellent position to lead the way. I t is important however that we develop intelligible methods of discourse about the intrinsically valuable. The existentialists, the contemplatives and the mystics have made a start but usually not in language that sound administrators will want to employ.

**PROFESIONAL EDUCATION**

Since the purpose of this discourse is to indicate how this are any other alleged dissimilarity of educational administration will affect the curriculum for the art and science administration shall close by indicating in outline what I think the professional educational administrators should be.

Primarily, I think it should be modern management public management, perhaps, but management. it is nothing short of quint to assume that any one man can comprehend and control the complexities of professional organizations (more and more of them are becoming professional), and in any event the administrator's energies are consume by organizational demands. Moreover, there appears to be nothing in the dissimilarity of educational administration to make management training inappropriate, certainly an administrator, should understand the ethos, of the substantive within the organization he administrators and this he may have to acquire through some participation in it at some level, but he certainly does not have to careers one in teaching and are research, and one in administration.

Second the curriculum for prospective administrators should include a through training in administrative theory from weber to modern systems theory.

Third, there should be adequate education in practical theory in guiding organizations in public relations, coordination, managing-conflict, and the intelligent use of all types of information system including high speed electronic computers. Fourth, the curriculum should include the classical literature of power the responsibility. Of leadership, and the sources and nature of educational policies. Fifth, it should include continuous and rigorous training in the arts and skills of personal communications.

And finally return to the main thesis, prospective administrative administrators should learn to comfortable with one of the realities of human experience and one that Aristotle recognized; it is that one of their responsibilities is to provide optimum conditions for the intellectual life, which may have no purpose beyond itself.

**NOTES**

1. Green (1968), an excellent analysis of the relation among labor work, leisure, jobs and education.
2. Clive beck has done an excellent paper entitled "the intrinsically valuable in education" which to my knowledge has not been published.
3. See Bennis (1968).

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